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JOURNAL OF EDUCATION

JUNE 19, 1933

What the Public Expects

by MRS. HENRY GRATTAN DOYLE

The citizen scans his tax bill with critical eye, these days

The *Remembered* Classroom Teacher

FRANK WEBSTER SMITH

Learning by Group Discussion

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ALBERT E. WINSHIP

ANSON W. BELDING, EDITOR

ISOBEL R. LAY, MANAGING EDITOR

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Please Note!

Journal of Education is not published during July and August. The editors use much of this time for devising fresh plans for fall and winter numbers. And to judge from the way new ideas have been crowding one another in the Editorial Sanctum lately, the Journal will take another big forward stride when it resumes publication after the summer's respite.

Friendly suggestions from our readers are always welcome. Such suggestions are never more effective than in the "plotting days" of June, July and August. Now may be the time, incidentally, for *you* to ask the editors if they would like an article on such and such a subject.

General or Special?

It has been suggested that this magazine become more specialized. We have given this matter much thought. In spite of the tendency of many people to rush to specialists, there is still a demand for family physicians. There is likewise both a demand and a need for a professional journal such as this, which maintains a general practice.

Few of our readers may know that this publication was originally and for some years dedicated to "education, literature and science." That was indeed a large order!

The Winship Policy

'Way back in 1886, when Albert E. Winship first took over the editorship of the Journal of Education, he wrote:—

> "The Journal will do all in its power to popularize those who are doing good work in the profession. . . . We are at the service of the profession. We have no personal ambitions, no special personal honors to seek, no enemies to punish."

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JOURNAL OF EDUCATION

ANSON W. BELDING, *Editor* ISOBEL R. LAY, *Managing Editor*

Volume CXVI Boston, June 19, 1933 Number 12

What the Public Expects

By MRS. HENRY GRATTAN DOYLE

Vice-President, Board of Education
District of Columbia

Will the depression lead to a more careful scrutiny of the qualifications of teachers?

WHAT does the consumer get out of public school education? Does he get his money's worth? And, while we are about it, who *is* the consumer?

We, the public, are the consumers—we parents, who entrust our children to the schools; we taxpayers, whose hard-earned dollars go so largely to support them; we people who, in various capacities, have to test and use and judge the product of the schools.

What is our money's worth?—a generation of well-prepared citizens, ready to carry on the work of this country, and of well-prepared individuals, ready to take their own responsibilities, to live in and take part in the busy life of civilized communities and a civilized nation. To insure that kind of product, we have the right to insist on certain things.

We have the right to insist that our schools shall be housed in clean and safe school buildings; that they shall be properly heated in cold weather, and shall have as much sunshine as possible, and good air at all times; that they shall have suitable playgrounds. We have the right to insist that the school system shall be administered wisely and with proper regard for constructive and not penny-wise economy; that it shall have capable administration and able supervisors, who will not only expend school funds wisely, but will maintain high standards of teaching and develop the finest professional attitude among the teachers who serve under them—in short, that the system shall operate to insure for our children the kind of training they are entitled to have.

All these things are important and essential. But there is another factor that I have not yet mentioned—an element in any successful plan of public school education that is far more important than any of these, and, of course, they are all important. I mean the classroom teacher. For five hours a day she has under her control, to mould or to mar, the most precious material of any worker, high or low, in the life of our nation. Her influence is on a par with that of home and church in the young lives entrusted to her. And when we realize this fact, for a single classroom group, we have only made the beginning; for we must multiply by thousands the effect of this influence to realize its importance throughout the nation. What wonder that we are impressed by the immeasurable influence the classroom teacher may have—impressed, and concerned? Upon her we have placed a heavy responsibility; from her society demands a worthwhile contribution. It is only natural, therefore, in these days of financial stress, to ask ourselves whether we can continue to get the right kind of classroom teaching, and improve, if possible, what we have. In other words, what will be the effect of the depression and its consequences upon the preparation and functioning of our teachers?

How Teachers Are Trained

As the consumer, the public has the right to ask: How are our classroom teachers trained? What is their educational background?

Since the early part of the present century, the commonly accepted standard for elementary teachers has been two years' training beyond the high school. According to figures compiled by Dr. Guy C. Gamble, of the United States Office of Education, in 1930-31 46.2 per cent. of 248,648 elementary school teachers attained this standard, 27.6 per cent. surpassed it, and only about one in four—26 per cent.—were below it. However, in the rural areas, over 60 per cent. of the teachers in schools having only one or two teachers have less than two years of training. At the other extreme, in cities of over 100,000 population, only 9.2 per cent. have less than two years of training. In twenty-five states this amount of preparation

constitutes the maximum state certificate requirement, in years of training, for an elementary school certificate. In nine states the maximum requirement is three years, and in fourteen states, four years. In the majority of the above states, however, there are lower permissible levels for entrance to teaching in elementary schools.

Have the requirements of two, three, or even four years' training been too high? When we consider that there is in every state in the Union a surplus of teachers with training above the minimum, it would seem just to conclude that there has not been undue difficulty in reaching present standards. Because of the existence of this great number of teachers with two or more years of acceptable training, there appears to be no necessity whatsoever for lowering the standards required for certification. Rather we should try to advance the standard certification requirement to at least the training of the average teacher of the state.

The tendency everywhere has been to establish a relationship between levels of training and salary schedules—the more training, the higher salary. More salary has been offered as an incentive to teachers to improve their education. Now that municipal budgets are being severely cut, the dangerous policy may be adopted of making new appointments from among those with inferior training, simply because they are cheaper.

High Standards

If the present situation is utilized to raise standards rather than to lower them, the consumer may, in the long run, agree that the depression has resulted in an improvement in the preparation of our teachers rather than in a loss in efficiency.

From the consumers' point of view, what are the necessary elements in the training of teachers? It is not enough that the teacher should receive instruction in the technique of teaching, though this is fundamental. As the consumers, we parents and citizens want her to have much more than that. She must have the background of a liberal education. She must be able to teach our children to take a responsible part in the life of the community, not merely to master algebra or Latin. We wish for our teachers the kind of education that will make them broad-minded students of human beings and human affairs. We want a teacher who can assume the leadership of the thought of her class, not merely a person who doles out canned knowledge, even if she does it in the most approved manner! This may seem a large order, but teaching is a profession not to be lightly undertaken. Society expects much from teachers, and those who are unwilling to try to meet these expectations should choose some other occupation.

Educational Planning

A co-ordinated and carefully planned program of co-operation between public and private institutions will enable these groups jointly to further the aims of which I have spoken.

Within a given state specific institutions should be allotted definite responsibilities for the training of specific types of teachers. The number of teachers of a given type to be trained annually should be limited to a small number over and above the actual demand for that particular kind of teacher. In other words, some form of state or even national planning seems to be indicated if we are to avoid the dangers of over-production of teachers on the one hand, and of too narrow kinds of preparation on the other. If such a system of educational planning is adopted, with the co-operation of all teacher-training institutions, public and private, in carrying out its aims, we may count in the future on an adequate, but not an over-supply of properly prepared teachers, broadly educated, and ready to give the special kinds of service for which there is a recognized demand. Such a program promises not only increased efficiency, but also substantial reductions in the cost of preparing our teachers.

At the present time a good deal is being done in this direction. Presidents of colleges and universities engaged in teacher-training are increasing the efficiency of their institutions and lowering unit-costs by certain administrative devices. Among these are: avoiding duplication of courses; combining freshman and sophomore class members in certain courses; and rotating elective courses so as to reduce the program offered each year, without, however, eliminating necessary subject-matter entirely.

Next to Being King

It has been my privilege to serve for a number of years as a member and as vice-president of the Board of Education of the District of Columbia, and that experience has confirmed my belief, based on previous intimate contact with the schools both as a classroom teacher and as the mother of three public school children, that in the hands of our classroom teachers rests the future of American education. God grant that they may live up to the opportunity that is theirs! God grant that they may always justify the words from a letter by Erasmus, written 400 years ago, no doubt to a discouraged teacher:—

"I admit that your vocation is laborious, but I utterly deny that it is tragic or deplorable, as you call it. To be a schoolmaster is next to being a king. Do you count it a mean employment to imbue the minds of your fellow-citizens in their earnest years with the best literature and with the love of Christ, and to return them to their country honest and

virtuous men? In the opinion of fools it is a humble task, but in fact it is the noblest of occupations."

To which all of us for whom education is a vital interest—and that means not only every school administrator, every board member, every teacher, but also every parent, every employer, every true American—must utter a sincere and fervent "Amen!"

The *Remembered* Classroom Teacher

By FRANK WEBSTER SMITH
Winter Haven, Florida

That article on "The Forgotten Classroom Teacher" draws yet another rejoinder.

I HAVE read—shall I say with interest, better with interested misgivings—the articles on the Forgotten Classroom Teacher. My mind rather revolts against these imitations of popular phrases. But that is neither here nor there. It probably serves, in the present instance, to draw better attention to the theme.

My misgivings apply equally to the original article and to the comeback replies. The Oklahoman makes striking generalizations with almost no concrete data, though he evidently has data from some source. It is practically impossible to evaluate his criticisms, because we do not know what he has in the background. A responsible writer would not make such sweeping strictures on school administration without some sound basis. If he has more than a straw individual in mind he is right in attacking what we all deplore. Let us hear what his basis is and how he argues to his conclusion.

Of the "comebackers" the Michigan article partly corroborates the criticism of the original article, defends administration programs and contends that they give scope for initiative of teachers. The New York contribution is a strictly local article and well portrays the broad administrative freedom in the schools of the Metropolis. The Natick article confines itself to sarcasm, personalities and a neat peroration. It does not attempt to argue ex loco or ex toto. My judgment is that all this gets us nowhere, and we cannot get anywhere without a comprehensive survey which will help us get a more accurate idea of the average classroom teacher, a survey comparable with the surveys sponsored in recent years by the Office of Education in Washington. That would be immensely interesting and valuable. We should probably not be far wrong in saying that the articles in question represent local opinion based on limited data.

Personality Needed

If one has followed the course of education intimately it must be plain that our public schools are oversupervised and "underteacherized." In recent years, even in conservative cities, supervision has probably increased at least 300-400 per cent. This could reasonably be decreased one-third without injury to the schools—probably to the advantage of effective work. The funds saved could well be devoted to increasing the qualifications of teachers, so that they will be better qualified for their work as well as for the co-operation and initiative stressed in the Journal of Education articles.

By "underteacherized" I do not refer to numbers but to quality. For many years I have been in a position to evaluate teacher-training programs. Normal schools and teachers colleges have expended their energies on mass production (the larger the mass the better) of partially trained teachers. One of our most widely known, most progressive, and most influential authorities in education has recently raised the query as to whether our teacher-training programs have changed the value of teaching achievements in our schools, that is, as I interpret it, whether educated teachers without training will not score as well as our teacher-training graduates. I do not here indorse the idea, but it is very significant. Selective admission to our teacher-training institutions has been at a low ebb; requirements for admission have been appallingly low. Selective graduation has been at least equally inadequate. The result has been an oversupply of teachers, many of them, it is true, superb workers, many of them on the other hand alarmingly unfitted for the work of educating American citizens. In the last few years more care has been given to student personnel of our teacher-training institutions. Some of these schools have been doing a very fine piece of work in this direction. There is an infinite field for such work.

What the schools need more than anything else is better personnel—finer and more effective

personalities in their teaching corps. If this is accomplished the Oklahoman will have less complaint as to "oppressed, suppressed, subdued and forgotten" public school teachers, because they will not submit to being submerged. And New York will have a better field for applying its broad policies of freedom.

Classroom teachers have been increasingly recognized and "remembered" in recent years—remembered in salaries, in position (social and otherwise), in cooperative administrative enterprises. On the average they have been accorded all the initiative and all the privileges and honor of co-operation in school administration to which their attainments entitle them. It remains for our schools to achieve a higher teaching personnel and more effective teaching personalities, so that remembrance may be more inspiring and more significant generally.

Learning by Group Discussion

By MAYNARD C. WALTZ

Keene, New Hampshire

How this socialized method may be applied to best advantage — avoiding admitted dangers.

GROUP discussion is one of the best aids to learning that we have. By group discussion I mean oral participation by the members of the unit in the solving of real problems. By learning, I mean a gradually acquired change in behavior which is more or less permanent and which better enables the child to adapt himself to his environment. In learning through discussion the members of the class may present facts that have been gathered pertaining to the problem and then arrive at a conclusion or they may individually present their solutions and then defend them. The class or group as a whole, with the teacher as guide, acts as the final judge of the case. Such discussion will complete the learning cycle of stimulation, assimilation and reaction. Without it the learner will neither know what he knows nor will it be fully his own.

For Example

Let us consider a concrete case. Suppose that in our class in problems of democracy we have asked our students to name the outstanding problem before the average man of today, and they have agreed upon unemployment. Then suppose that they have expressed a desire to study this problem and have selected for special study the nature, extent and evils of unemployment; its causes and its possible remedies. Further suppose that the nature, extent and evils of unemployment have been discussed fully in class, and that the causes of unemployment are now being considered. One of the students presents a résumé of the previous work on unemployment, clears up misunderstood points of the preceding lesson, and states the question for the day. Since all of the class members have had a general assignment on the causes of unemployment, they are able to discuss the special reports on seasonal fluctuations, evolutionary changes in industry, unequal distribution of wealth and income, land monopolization, immigration, lack of facilities for industrial training, personal and political causes which are presented as floor talks by class members. At the conclusion of each talk members of the group ask questions about those statements which are not clear, contribute additional material and agree or disagree with the conclusions reached. Then the student who has made the floor talk suggests information which the others ought to have in their notes. After the most important material is decided upon another student presents his floor talk, and so on until all of the assigned material is before the group. Then the teacher asks if there are any other possible causes, and some student may suggest strikes and lockouts. If suitable material is not at hand on this topic, the student who has made the suggestion is given first opportunity to present his case at the next class period. Now that much information is at hand as to possible causes of unemployment in general, some student will probably ask if these causes are responsible for present conditions in the United States, thus presenting a psychological approach to the next assignment, which will be to discover the cause which is most responsible for unemployment conditions in the United States. The period will close with a check question such as to name the possible causes for unemployment. At the next meeting of the class the students will write on the board the complete list of answers to the assigned problem, and defend their positions. After all have had their opportunity, if the teacher is satisfied that the facts have been

correctly stated she allows the students to arrange the list in order of importance. The list is copied in the notebooks and a student who is especially interested in the subject is allowed to make an intensive study of current magazines and newspaper articles on unemployment and to tabulate the number of times that writers mention each cause. At a later date this student's results are compared with the class results. This comparison acts as an excellent check on the class thinking. While the student is working on his project other members of the class are expected to refer him to helpful articles which they have read on the subject, and the number of voluntary suggestions acts as an excellent test of the mastery of the topic by the class. This same procedure can be followed in considering the remedies with this variation. Each student may give his remedy first and then defend it instead of working out possible remedies as a group and then selecting their choice. This latter procedure provides for more responsibility and initiative. Another student may select a project on remedies similar to the one on causes and his results may serve as a check of the group thinking.

How to Think

Group work, such as I have described, provides for learning by allowing students to plan for attacking a problem which they themselves have suggested, to report on individual research work, to clarify their own ideas, to make judgments, to share experiences, and finally to analyze, abstract, compare and generalize data. These activities enable the timid students to develop confidence, foster attitudes of open mindedness and suspended judgment, offer an opportunity for leadership development, encourage group co-operation and social harmony, teach critical thinking and the ability to express logical thoughts in good English. Such discussion should help pupils to think, for the solution of similar problems will in most cases naturally follow Dewey's five logically distinct factors in reflective thinking which are*: (1) felt difficulty; (2) its location and definition; (3) suggestions towards possible solutions; (4) development of these suggestions by reasoning; (5) further experiment to test the usefulness of the conclusions reached.

I believe that group discussion will help us to make use of the following principles which the latest experimental evidence on learning supports:—

1. Mere repetition increases the possibility of learning, but does not guarantee learning. In order to learn through repetition, the subject must know the meaning of what he is repeating, why he is repeating it, and when he will arrive at a known goal.
2. Explanation and diagnosis are helpful in learning.
3. Discrimination is a big factor in learning.
4. The efficiency of recall is increased by recitation.
5. A definite contrast between the right and the wrong assists in motivated learning.
6. Children working in groups make fewer mistakes than those working singly.
7. Competition increases learning.
8. Praise and blame may be helpful in learning.
9. A set task or problem is the best kind of motivation.
10. Interest and the intention to learn are fundamental factors in learning.
11. There is a close connection between the amount of meaning which the material to be learned has for the learner and the time required for mastery.

Dangers of Discussion

There are certain dangers in the discussion method which should be mentioned. In the first place, there is the danger that the class will become too formal, and degenerate into a detailed teacher-question and pupil-answer recitation. The spirit of the group must be friendly and most of the questions and information must come from the class. In the second place, there is the danger that the opinions of a few loquacious ones will be emphasized at the expense of fact and that the majority will take a minor part in the work. In the third place, time may be spent on irrelevant phases of the topic. In the fourth place, the advance work may not naturally grow out of the review. Finally there may be no conclusion, summary or check, which causes the pupils to close the period with the feeling that they have acquired a complex mass of hetereogeneous material, but no definite information which they can use later.

The teacher may avoid some of these dangers by calling attention to the important points, by correlating the review and the advance, by encouraging pertinent discussion and questioning during the presentation of a report, by encouraging an expression of honest opinion, by giving outside help, by insisting that all sides be presented fairly and demanding frequent written as well as oral summaries.

It seems to me that regardless of whether you believe in the trial and error, gestält, conditioned reflex or Tolman's sign-gestält-expectation theories of learning you can devote a great deal of time to class discussion with excellent results, for it can be most readily adapted to those principles in any of these theories which you have reason to believe are correct.

Class discussion is only one of several excellent methods of teaching and consequently should not be used to the exclusion of the others. My point is that we should use more group discussion in our teaching.

*John Dewey: "How We Think" (1910), page 72.

EDITORIALS

Youth in Denver

WIDE-AWAKE Denver comes to the front with a new organization of the high school alumni. This particular body will be known as "Denver Progressive Youth, Associated," and its charter membership will be composed of young folks graduating this month from the high schools of the city. The purpose is to do whatever can be done to prevent discouragement and waste of time and energies for those who at just this juncture are obliged to step out into an unwelcoming world.

A small group of civic leaders started this movement. A sub-committee met with representatives of the various senior classes throughout the city. Then the seniors took hold and enrolled nearly a third of their classmates as members.

The 600 organized youths are preparing a program of diverse activities—educational, recreational, vocational, cultural and civic.

Instead of drifting along in idleness and perhaps becoming cynical and anti-social, this portion of Denver's younger population will have something to think about and something to do, even if it isn't the much-wanted job. While it is true that "Misery likes company," it is even more true that "Company dispels misery."

Cities should do more than most of them actually do for the boys and girls who end their school days in this period of economic lunacy. If cities are unable officially to do more than they are doing along this line, private citizens and agencies such as service clubs and churches should assume responsibility in large measure.

• • •

Lowell's Ideal College

SPEAKING at the University of Pennsylvania, the other day, Dr. A. Lawrence Lowell again painted his vision of an ideal college. Essentially, it is a place where eager students gather around a company of learned men, investigators of truth in diverse fields. The students are described as "eager to learn, to think, and to understand."

The sticking point appears to be this matter of eagerness. Youths who are sent to college because it is "being done" are a long way from having the right basis for scholarly training. That is one reason why college faculties are so skeptical of the plan which the retiring President of Harvard advocates. No wonder Dr. Lowell observes that any approach to his ideal of a college demands faith. It demands faith on the part of faculties—and rich benefactors. It also requires selection.

Dr. Lowell declares: "If even an approach is made, no man can predict how far it may be carried."

It has been Dr. Lowell's high privilege, as head of Harvard and with Harkness millions at his disposal, to make a very definite approach, through the famous "house system." Only the future can gauge the importance of this bold step in education.

• • •

Spiked!

WELL, it is but natural that taxpayers should be up in arms nowadays, and that citizens serving on taxpayers' committees should search for vulnerable spots in school budgets. It is only when these critics show themselves misinformed that their attacks are likely to be harmful.

To Principal G. Walter Williams of New Bedford (Mass.) High School, goes credit for having successfully and publicly nailed a statement from a taxpaying dignitary who said at a forum meeting: "Industry is telling us that education is not what it used to be. Wall Street is finding that the messengers it employs are not so well educated as they used to be. A survey made by the New York Stock Exchange shows education is not what it was ten years ago."

This was "fighting talk" to Principal Williams. He had his doubts. And so he wrote, straight off, to Cameron Beck, personnel director of the New York Stock Exchange, to learn about that survey.

Mr. Beck turned the inquiry over to B. E. Schultz, educational director of the Exchange. The whole correspondence, including Mr. Schultz's reply, was sent by Principal Williams to the Standard Times of New Bedford, which printed every word.

The gist of Mr. Schultz's statement is contained in these few sentences:—

"We have not made, here at the Exchange, any such survey as indicated in your quotation.

"My experience is that human nature, native ability and knowledge acquired in the schools previous to a boy's first employment run about the same from year to year. If anything I should say that there has been improvement in the mental calibre and the attitude of the youths coming to us. . . . They have been coming to us from the schools better equippped every year."

Editor's Daybook

A TRAGIC feature of the economy program in Connecticut is the elimination of the office of character education research of the State Board of Education. Mrs. Ruth White Colton, who has been in charge of that office since its establishment in 1931, is retained by the State to conduct the course in character education at the Connecticut Summer Normal School at Yale University.

• •

At Concord, Mass., the town department of health and the school supervisory staff have collaborated in issuing a bulletin on "Health and the Summer Vacation." Superintendent Wells A. Hall states that the bulletin has been sent to pupils and their families and that the various suggestions have been subjects of discussion with the children, and of talks by speakers in the assembly of the high school. Superintendent Hall believes in making even the boys and girls vacation-wise.

• •

State Superintendent Vierling Kersey of California is leading the militant efforts of California educators to defeat the proposed constitutional amendment which would legalize wagering on horse races. Race-track gambling is easier to keep out than to put out.

• •

To the presidency of Chicago Teachers College goes Dr. Mabelle Babcock Blake, who has been assistant professor of education at Smith College and director of the personnel department she organized eight years ago.

• •

The new president of Simmons College is Dr. Bancroft Beatley. Dr. Beatley has been for some years associate professor in the Graduate School of Education at Harvard. He is only thirty-eight, but a man of rare personality and leadership, admirably fitted to carry forward the institution so ably administered by Henry Lefavour, now retiring.

So Runs the World

Powers Talk Trade in London

Europe's "Big 4" Pledge Peace

Oriental Nation Sings Off Key

New Deal is Now on the Table

So Runs the Writing on the Sky

Ours Is the Telephoning Nation

LONDON, with its long-heralded World Economic Conference, becomes the centre of international attention. This great Peace Parley is designed to end those tensions caused by high tariffs, uncertain currencies and trade reprisals, which are hindering the recovery of industry. A trade-warring world looks to this London conference for reasonable security and peace.

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Notes of harmony and of discord were heard while statesmen journeyed toward London. The Four Power treaty was signed at Rome by representatives of France, Germany, Great Britain, and Italy. Credit goes to Italy's Mussolini for having proposed and labored for this agreement. By its terms, the four principal powers of Europe pledge themselves to ten years of peace. They promise their best efforts to make the arms negotiations which have proceeded so slowly at Geneva reach ultimate success. If this should prove impossible, the four nations will agree among themselves to arms reductions. Smaller nations of Europe are told that the Four Power pact contains no threat to them. After all, it is the big boys whose good behavior matters most.

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The discordant notes arose from Tokio. Japan has refused, for one thing, to give up the use of bombing planes in war. She doubts any nation's pledge in such a matter. Again, Japan has declared that the naval arms limitations agreed upon in Washington are not renewable, so far as she is concerned. Moreover, a very sharp economic war has broken out between Japan and Great Britain. Japan buys no more cotton from India. And Britain tacks up "no admittance" signs against Japan's fearfully cheap merchandise. Meanwhile the British government must be repenting its former policy of indirectly aiding Japan in Eastern Asia as a bulwark against Russia.

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Congress in its busy three-months' special session carried out in almost every particular President Roosevelt's program looking toward national recovery. The fruits of this emergency legislation remain to be gathered and measured in the months ahead. Most significant feature of the promised "new deal" is the Industry Act, which authorizes national trade associations to set up standards and to eliminate ruinous practices. Heretofore, trade agreements within an industry have been forbidden by anti-trust laws. Now industry itself, under government supervision, will proceed to achieve fair conditions.

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American Airways reports that its planes carried 10,272 passengers in May; a gain of 22 per cent. over May of last year. Diminishing fears and fares have added to the popularity of this mode of travel—and to the worries of the railroads, which see their patronage dwindling.

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More than half the telephones in the world are in the United States. A survey made by the American Telephone and Telegraph Company as of January 1, 1932, showed that this nation used 19,690,187, or fifty-six per cent. of the 35,000,000 phones in all countries. When you consider the similar percentages in automobiles, you realize that the American people talk more and walk less than any others on the globe.

Why Music and Art?

By S. M. BARRETT
Kansas City, Missouri

The fine arts are not mere ornaments, as some allege, but essentials of real living.

IN the earlier period of the present depression there was a great amount of hysteria in a search for something to eliminate in order to reduce school costs. There is still the necessity for reduction in order to balance the school budget, but the attitude is saner and the efforts are more deliberate and rational.

Reductions in school costs have been made—some of them without much injury to the educative process, but others have been quite destructive. However, all are agreed that frillls should be eliminated and only fundamentals retained. If there is a doubt in the minds of taxpayers as to the fundamental value of any school subject that particular subject should be carefully scrutinized and proper explanations given to the public as well as the teaching profession; for, in the last analysis, he who pays is master to him who serves, and the "Public schools are the Public's schools."

The American people will not willingly and knowingly do anything to injure the educational opportunities of the children, but necessity is pressing hard upon the shoulders of the taxpayers just now, and they must have some relief. They want frills eliminated from the school curriculum, and they are clearly within their rights in demanding this. How shall we determine what are frills and what are fundamentals? By analyses of certain subjects—all but the proverbial "Three R's. These stand as a Gibraltar in every educational plan, and are never questioned.

Frills in education may be described as those things added like veneer on furniture; not really a part of the actual article but put on the outside for ornamentation, not rendering any real service. Fundamentals in education function in the lives of pupils and make them happier, or more useful, or both.

Public School Art

The field of art covered by the public school courses is the art of everyday life; art in the structure and in the arrangement of our homes; art in the furnishing of our homes; art in the making of our clothes; art in domestic utensils. The manufactured articles in our homes, in our offices, and all the articles used by us in our several activities are shaped by the artists. Back of the storekeeper who sells the goods; back of the factory that produces them; back of the craftsmen who fashion different parts of the article is the mind of the artist who gave the design; and back of all these things is the reserve judgment of the purchaser to approve or disapprove of the appearance of the art in any particular object offered for sale. We are all consumers of art, and we hold in reserve our judgment and approve or disapprove of the appearance of every article offered for sale. If the article does not look right it will not suit the customer and he will not buy. Even an Indian from a reservation has a definite idea of the art effect that must go with the article he purchases. In his wearing apparel bright colors must predominate. If not, there will be no sale.

Every purchaser has in his mind a concept of the artistic effect which any article purchased by him must have.

Art courses in the public schools are intended, first, to cultivate in all pupils the proper sense of art, for every child will become a consumer of art, a purchaser of many articles. It is essential that each pupil know something about complementary colors; the choice and arrangement of wearing apparel; of house furnishing and decorating; and become capable of judging art values in everyday life. This is as necessary as his use of good English in conversation with his fellow men.

In America, as in no other country, there are many opportunities for people to find employment in industrial arts, and thus the special art courses develop and increase the earning capacity of the children. If then these general public school art courses enable the children of America to discriminate the good from the bad in artistic effect, to know enough of art to appreciate the beautiful and the true, and to appreciate art in man-made things that are found in every community and every home, then this art education does function in the student's life to make him happier, or more useful, or both; hence, art must be considered a fundamental and not a frill.

Public School Music

Music has always been taught in the public schools. Even in the little red schoolhouse where the three R's once constituted the principal content of the curriculum, rote singing at least was taught. Music has long been considered a subject of fundamental importance in the curriculum of the public schools.

A school's success depends upon the impression it makes upon the character of its pupils, but it is very difficult to determine the extent to which any school activity functions in the future life of the pupils.

The effect of teaching upon the personality of the learner should never be left wholly to chance. In the teaching of music one should ask: Will it improve his mental health? Will he be better prepared for playing his part in life efficiently by having had the courses prescribed in music? Have the special courses in music, which he may elect to take, a real value for him? Will it make him more sensitive to finer things in life? In what ways will it affect his character?

While it is true that knowledges, skills, and interests are important, it is also true that ideals are more important. Over and over again we note that emotions have much to do with the formation of right ideals. Nothing in the public school curriculum is more important in the proper training of emotions than music.

Since intangible feelings and attitudes have so great effects on character, the true values of musical education must be very great, but they are hard to measure. Perhaps it is impossible to get a full and accurate measure of the character building values of musical education; nevertheless we know the values are there and in a way we may read them in the characters formed. They are distinctly fundamental values and opposite from frills.

This brief discussion of art and music illustrates a method by which each topic in the curriculum could be explained.

As a rule every addition of subjects to the curriculum of the school has been made because it was demanded by the public, and in very few instances will frills be found. However, school officials are being questioned, and will continue to be questioned as to the value of every subject and activity included in the plans. Those that are not justified by fundamental values should be eliminated. School officials, however, should move cautiously in curricular and activity eliminations and be sure that fundamentals are retained.

If eliminations are made from any curriculum they should be made by educators and not by laymen.

Let's Analyze School Costs

By JAMES NEWELL EMERY
Principal, Potter School
Pawtucket, Rhode Island

Our schools have grown into a complicated system of activities. But simplification is not easy.

FROM the earliest days of the foundation of the Republic until the present time, the great American taxpayer has given up his money with less reluctance for public schools than for any other department of municipal expenditure. The American public has always considered the education of the coming generation as not only its manifest duty, but good business as well. The amounts asked for on the school budget as a general rule have been granted, either without serious opposition, or at least by an acquiescent majority, after the voters knew the facts.

Indeed in the main the opponent of increased school expenditures has found himself regarded in a somewhat unenviable light of a fossil, an opponent of real progress, hostile to the welfare of the younger generation. Until the great depression was unalterably fixed upon us, school expenditures in practically every municipality in the country were constantly increased from year to year. They rarely stood still. In a negligible number of cases, if at all, did they ever suffer a decrease.

That for generation after generation the taxpayers have looked so favorably on school expenditures is a high tribute to the integrity and efficiency of school officials as a whole. No profession, not even that of the ministry, has shown a higher standard of loyalty to the interests they serve. The isolated cases of graft and misconduct in office in school departments have been so few as to stand out strikingly in contrast to the vast bulk of the profession. In general the public has had confidence in its school executives, and has shown it.

Public education today, however, has reached a point in this country when the taxpayers are beginning to stop in the constantly rising current of school costs, and do a little constructive thinking, with the idea ot slowing down the speed. The idea is beginning to percolate the voting public that possibly the taxpayer who has to foot the bills, either directly through assessed taxation, or indirectly through outside campaigns by private organizations, deserves some consideration along with the needs of the younger generation. The voter is beginning now to realize that because a movement is asked for in the name of education, and for the increased welfare of the rising

generation, it does not always follow that it is absolutely necessary.

Too Much Education?

Perhaps some of the fault lies directly with us school administrators. It is so easy for us, with the desire to make a record in our positions, and a name for ourselves, to urge upon our public that we take on new and additional activities in the name of progress. In many cases we have constituted ourselves high-pressure salesmen, leading our communities to more and more extended achievements in the field of education, regardless of the ability of our municipalities to support the movements that mean so much to us personally. Just now we have reached the crossing of the highway and the railroad track, where it behooves us both as administrators and as citizens, to stop, to look, and to listen before going ahead in high.

The public is even beginning to realize that it is possible to a certain extent to over-educate types and classes who will not only never use the training given them, but will not even appreciate it. To load upon a boy, for example, whose ambition is perhaps bounded by the proprietorship of a small grocery or an auto-top repairing business, several years of languages, algebra, chemistry, or typewriting, is a potential and often an actual waste of time and training, both from the standpoint of the boy and of the community that pays for the cost of it. At one time the slogan was to keep in school every boy and girl just as long as they possibly could be forced or induced to stay there. Now there has arisen a serious questioning whether a good many pupils did not remain in school to no special advantage either to themselves or the school. Undoubtedly the boy will be learning all the time; his study of human nature may make him a better grocer or a better plumber; but he will often neither need nor appreciate the cultural preparation that we feel called upon to give him.

This not only sounds like a scholastic heresy, but will doubtless call forth columns of bitter refutation from the educators who cling loyally to the generality that every boy and every girl ought to have all the education that each one can possibly obtain. Yet it is often a sad fact that not every youth ought to go to college, or even high school.

Cost of Expansion

Pride in our schools, a just pride in the wonderful program of expansion that has been characteristic of every town and city in this country, has led us to group activities along with the public school system and supported from the public funds, that a generation ago would hardly have been thought of as having a place in the education of children. We have not gotten away from the three R's, but we have added so vast and complex a load along with them that we may well stop and ask if we have not shifted over upon the school a large volume of activities that should properly belong to the home, or if desired to complete the culture and welfare of the growing child, should be assumed and paid for by the individual family. The child is rightly entitled to a good elementary education; but if he aspires to become a dentist, a physician, a druggist or an accountant, the technical training prerequisite to either profession or trade is a matter for him individually, at his own expense.

With the exception of highways and public works, the school department is the major expenditure in every municipal budget. An average expenditure is somewhere about thirty-five cents for school purposes out of every dollar raised by taxation in most communities. Detailed studies may be obtained from a host of reports and statistics bearing this out.

The cost of new and increased equipment for school purposes has leaped forward in vast bounds since war-time. Municipalities have vied with one another in the erection of new and expensive buildings as a matter of civic pride, each a little nearer the last word in educational structures. No town or city is satisfied with the type of building that would have been deemed entirely adequate twenty or even ten years ago. The new building must be an architectural triumph; it must contain as a matter of course such features as community assembly halls, gymnasiums, libraries, workshops and laboratories, infirmaries, suites of offices, complicated telephone and bell systems, stages and scenery, and in many cases cafeterias, shower-baths, swimming pools, organs and pianos, radios, motion picture projectors, playgrounds and athletic fields. This is a far cry from the little red schoolhouse of traditional memory, or the village school building with its six or ten classrooms. These things are all desirable, all have their place in the education and upbringing of our children and our neighbors' children—yet they all cost money.

Our schools, moreover, have taken on a vast program of additional activities. Besides learning to read, write, spell and do sums, our boys and girls spend much of their time in assembly programs; they go to the woodworking shops and bring home a wastebasket or a magazine rack as the result of their handicraft; make screwdrivers or floor-lamps in the metal shops; print programs and name-cards; learn some musical instrument; or make blouses or biscuits. We have classes in such specialized subjects as vocal music, music appreciation, basketry, applied arts, mechanical drawing, printing, electrical work, to pick a few at random from the list. Our schools are fitted out with lathes, printing-presses, planes, band-saws, laboratory apparatus, and other varied equipment. We conduct school bands

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Other allied activities include evening school classes in a variety of subjects for adults whose preliminary training has been imperfect or neglected; vocational guidance; kindergartens as a preliminary to the regular grade system; the maintenance of playgrounds and supervised play. Our staffs include besides the purely academic supervisors, supervisors of shops, of music, of gymnastics, bandmasters, instrumental teachers, football, baseball, track and basketball coaches, school physicians, school dentists, school nurses, deans, clerks, and advisers. The list is by no means complete, but it is only a typical one of any moderate-sized city. All these represent, not only salaries, but maintenance, equipment and supplies.

It is a long way from the time when the individual pupil had to purchase his own textbooks, but in addition furnish his own pencils, pens, paper and slates. Practically every item that the pupil uses, paper, textbooks, chalk, ink, pens, erasers, is supplied by the municipality in vast quantities. Every one of these items represents money, in no driblets, but in vast sums. Small wonder that the rising cost of education is something to be studied.

How many, if any, of these items would a dispassionate survey insist that we drop? Few, probably. We would feel in every instance as if we were taking an educational step to the rear. Would we want to do this? Could we afford to, without the feeling that we were depriving our children of something that is their just due? Yet in cold figures of dollars and cents, we are spending vast sums for the purpose of educating our children, because we are demanding more.

We have increased our standards of education, just as we have increased our own personal standards of living, and we look upon things in the educational world as necessities that a generation ago we would have regarded as pure luxuries, just as in our homes we consider telephones, steam heat, electric lights, modern plumbing, automobiles, pianos and radios everyday necessities of life. To have them, we must be prepared to pay the price. Are they, or are they not, worth what they cost us?

Better Teachers Demanded

One other feature, last but by no means least, we must consider as a vital factor in the rising costs of education. We are demanding better trained and more professionally prepared teachers, whether they be rural school, grade or high school. Instead of the girl who went into teaching for a year or two as a stop-gap, and who got her scanty professional training either by experience in a small school, or by intensive training classes, now practically every state demands that its teachers be graduates of a normal school or teacher-training school, with rigid selection, several years of professional preparation, and the highest qualifications as to personality and certification. No one without these qualifications is allowed to teach at all in most states. Gone are the days of the six-dollar-a-week teacher, whose only training was graduation from high school.

Higher standards of professional preparation naturally mean increased salaries and greater expenditures. The teacher, no more than the druggist, the dentist, or the attorney, should not be expected to devote her time to service as a matter of quasi-charity. As far back as the days of Moses, the laborer was deemed worthy of his hire. Adequate service should not be demanded without adequate compensation. Few, if any, of the taxpaying public will assert that teachers as a class are anywhere near overpaid. It has been a long, uphill, and bitter fight to lift teachers' salaries to anything like a living wage as compared to the rewards in business, trade, or profession. Yet it is one of the ironies of life that throughout the country almost the first, if not the very first move for retrenchment in school expenditures came as a widespread demand for salary slashes on the part of teachers.

Still another factor in the increased cost of schools is the fact that we have greatly reduced school mortality. Where ten years ago some 40 per cent. of pupils dropped out of school in the fifth and sixth grades, now a bare ten per cent. quit much before the end of junior high school. It is costing us much more to educate children because we are educating more of them.

Can the load of educational costs be reduced? It is a plain matter of budgeting, and a certain irreducible minimum cost. When we fairly face the proposition that every additional activity that is taken on by schools—including surveys, health education, vocational education, specialized classes and organizations—must be paid for, either directly by taxation, or indirectly by entertainments, admissions or subscriptions, then and only then will we realize that we get what we pay for, and we must pay for what we get. If we want to make a drastic reduction in our school costs, we must make a correspondingly drastic reduction in the demands and activities that we impose on our schools. Do we really want to do it?

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BOOK TABLE

"In the highest civilization the book is still the highest delight."—*R. W. Emerson*

Live Geography

THE NATIONS AT WORK. An Industrial and Commercial Geography. By Leonard O. Packard, Teachers College of City of Boston; Charles P. Sinnot, State Teachers College, Bridgewater, and Bruce Overton, formerly of the Male High School, Louisville, Kentucky. 696 pages. New York, Chicago, Atlanta, Dallas, Boston, San Francisco: The Macmillan Company.

The geography of trade and industry becomes, in this new textbook, very much alive and replete with interest.

The needful raw material has been gathered by the authors from authentic sources, transported, processed, and attractively packed for distribution to the learner. Thus the book itself matches the procedures which it so clearly portrays.

The subject matter has been skillfully selected for its importance. Chapters are preceded by interesting forecasts, which whet the appetite in what is next ahead. There are more than 500 illustrations, each included for good reason. Besides eight two-page maps in color, the volume contains over seventy maps in black and white, in addition to needful charts and graphs.

While the business of the United States receives fullest treatment, the corresponding facts regarding other nations are by no means slighted. Emphasis is constantly laid upon the interdependence of all countries.

This is a clear, attractive, straightforward text, which should immensely broaden the student's economic horizon.

What Price Teaching?

TEACHERS' SALARIES AND THE COST OF LIVING. By Walter Crosby Eells, professor of Education, Stanford University. Paper. 94 pages. Stanford University, California: Stanford University Press.

Without pretending to be a complete survey of salaries and living costs in the teaching profession, this treatise draws attention to many of the factors which should be studied in any given community by those making adjustments. The writer makes no plea for exemption of teachers from the common lot of mankind in a period of business deflation. Yet he urges care lest lasting harm be done to the schools and the youth of our country. In its text matter and in its charts and diagrams, this work supplies numerous points which should be considered in any just or scientific appraisal of salary figures.

Light on School Matters

INTERPRETING EDUCATION. By Arthur H. Chamberlain, secretary, California Association for Education in Thrift and Conservation. Paper. 79 pages. Los Angeles, San Francisco: Overland-Outwest Publications.

In brief compass and between paper covers are here presented many facts and seed-thoughts pertinent to the existing crisis in education. Among the chapters are: "The Critics Examine the Schools," "Education and the New Social Order," "Present Progress and Future Needs," and an informative "Catechism on Education," asking and answering a hundred questions. If the material in this pamphlet could be placed in the hands of all citizens who have become skeptical about the work and worth of the schools, much good would be accomplished. Members of the school profession could likewise read the volume with interest and profit. These times call for straight thinking, based upon definite data. Mr. Chamberlain interprets education helpfully.

Getting Into German

NEW APPROACH TO GERMAN. By Eugene Jackson, Samuel J. Tilden High School, New York City. Cloth. 399 pages. New York, Chicago, Boston: Longmans, Green and Company.

"One thing at a time and that done well" appears to be the motto of this book, which proceeds by a hundred well-graded lessons into the mastery of German vocabulary, grammar and reading.

The introduction to pronunciation is by easy stages, with helpful pictures of lip positions for various sounds, and with interesting words and reading material encountered along the way. German text letters are held back until the tenth lesson.

During the first term's work the emphasis is put upon nouns, during the second term's work it is put upon verbs, and so on. Rules of grammar are stated with unusual clarity.

The aim of the book is mainly to produce reading ability, and it seems admirably adapted to accomplish this result, while at the same time operating, in the hands of a good teacher, to develop considerable speech skill.

Pupils in junior or senior high schools who enter the German language by this route are likely to avoid much of the bewilderment and sense of difficulty which so often attend the approach to the language and literature of Deutschland.

How to Spell Correctly

GILMARTIN'S WORD STUDY. By John G. Gilmartin, principal of Croft School, Waterbury, Conn. Cloth. 159 pages. New York: Prentice-Hall, Inc.

Business men, editors and administrators everywhere will bear witness to the need for correct spelling. The truth is that spelling is a fundamental and not an elementary study. Mr. Gilmartin gives it its proper place as a subject that requires long and earnest application. He has used the Thorndike, the Jones, the Ayre-Buckingham, and other selected lists, including nearly 6,000 words. More than a hundred up-to-date, practical lessons make this a most thorough text for effective teaching.

A Story for Children

STUMPY. By Frank B. Linderman. Illustrated by H. M. Stoops. New York: The John Day Company.

The genuine quality of Frank Linderman's story of a chipmunk will be felt by the most critical of readers, the boys and girls between six and ten years old, for whom it is intended. The author and illustrator combine happily in a tale free from nature-faking or sentimentality. Mr. Linderman has exact knowledge of animals, having lived in the Montana woods ever since he was a boy, forty-six years ago, and now has a cabin on the shores of Goose Bay, where he lived and played. If you have read Linderman's "American," the story of a great Indian, you know that any other book by him will be honest, moving, and life-like. And in fact Stumpy, the chipmunk who lost the end of his tail, is a sturdy little hero, whose adventures a reader of twenty, forty, or sixty years will enjoy. Children will accord this book that rapt attention and insistence on frequent re-reading which is the mark of their strong approval.

English as a Tool

ENGLISH AT WORK. By Helen Rand, Evanston Township High School, Evanston, Ill. Cloth. 39[illegible]

pages. New York: Henry Holt & Co.

The unusual arrangement of this book for high school English is a distinctive feature. Each of the first eighteen chapters divides into three parts: *Thinking About It, Doing It,* and *Developing Skill.* The subject-matter brings the real world into the classroom; the lessons of the classroom will surely be taken back into the real world. The second half of the book, entitled *For Developing Skill,* contains complete lessons on sentence construction, working with words, and spelling. The author's plan charts the steps of progress logically, providing a sure guide to the goal of practical and correct English.

Dewey on Thinking

HOW WE THINK. A Restatement of the Relation of Reflective Thinking to the Educative Process. By John Dewey, Columbia University. Cloth. 312 pages. Boston: D. C. Heath & Co.

Republication of this work after its first appearance is a signal event. The book has been revised and re-touched at many points. Some knotty passages have been simplified. Dr. Dewey's philosophy of education finds potent expression in these pages. The new chapter on the recitation offers this challenge to teachers: "The method in which the recitation is carried on is a crucial test of a teacher's ability to supply the conditions that will arouse intellectual responses, a crucial test, in short, of his art as a teacher."

Brief Notes

The price of the books in Everyman's Library has been reduced from eighty to seventy cents. Among the latest additions to this famous series of more than 800 of the world's great books are "Reminiscences of Thomas Carlyle," edited by C. E. Norton; "Shepherd's Calendar and Other Poems," by Edmund Spenser, and "Italian Short Stories from the 13th to the 20th Centuries."

As the result of a publishing merger, the new company named D. Appleton-Century has been formed. Dana H. Ferrin will conduct the business of the educational department of the combined companies.

Wellesley College has found a new use for books. Any book will do; it need not even be opened. The department of physical education uses them to make the girls stand up straight. Seniors have to put the books on their heads and try a week of balancing and shoulder straightening.

DIRECTORY

OF SCHOOL EQUIPMENT AND SERVICES

The Journal of Education is pleased to recommend to its readers the following firms, each specializing in dependable merchandise and service for schools.

Art Supplies

Pohlmeyer, Inc., Passaic, N. J.

Practical Drawing Company
1315 S. Michigan Blvd., Chicago, Ill.
2205 S. Lamar St., Dallas, Texas

Book Covers

Holden Patent Book Cover Co.
Springfield, Mass.

Book Jobbers

Barnes & Noble, Inc., New York

Book Publishers

Allyn and Bacon, Boston, New York, Chicago, Atlanta, San Francisco, Dallas

American Book Company, New York Cincinnati, Chicago, Boston

Arlo Publishing Co., Newton, Mass.

The Century Company, New York

E. P. Dutton and Co., New York

Ginn and Company, Boston

Gregg Publishing Co., New York

D. C. Heath and Co., Boston

Houghton Mifflin Co., Boston

Laidlaw Brothers, Chicago

The Macmillan Co., New York

G. & C. Merriam, Springfield, Mass.

Newson and Co., New York

Prentice-Hall, Inc.
70 Fifth Avenue, New York

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Handwriting Textbooks and Supplementary Publications. Paper, tablets, steel pens and fountain pens.
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GAYLORD BROS., INC.
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Publishers of Song Books; Choral and Orchestral Music; Operettas

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Hale, Cushman & Flint,
(The Medici Prints), Boston, Mass.

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Society for Visual Education, Inc.
327 South LaSalle, Chicago, Ill.

School Architects

FRANK IRVING COOPER CORPORATION
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47 Winter St., Boston, Mass.

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Cambridge, Mass.

Sound Distributing Systems

Samson Electric Co., Canton, Mass.

Statuary

P. P. Caproni & Bros., Boston

Typewriters

Underwood Elliott Fisher Co.
342 Madison Ave., New York, N. Y.

THE SCHOOL FORUM

Conducted by S. MONROE GRAVES, Ph. D.

Are Failures Necessary?

"THEORETICALLY, at least, there should be no failures of pupils in school." This was a rather formal statement made each semester by a certain college professor. He thoroughly believed what he said, and carried out the idea in his own classes. His opinion, further explained, was based upon two main factors—one being the adequate understanding and control of the individual pupil and the other being the perfect adaptation of methods of instruction to the conditions to be met. Doubtless there would be considerable agreement with the premise so stated and so defined. But, should there be any failures even if the understanding is not entirely adequate or the adaptation not absolutely perfect?

This question is as old as the teaching process. However, there is such a marked difference in standards of achievement, such a wide variety of individual capacities, interests, and environmental living conditions, such a definite differentiation between methods of instruction among teachers that no entirely satisfactory answer has ever been given.

A second point of agreement that probably could be arrived at by nearly all teachers would be the conclusion that failures actually do occur. There is the boy or girl who will not study, the one who will not do the home work, the one who will not submit the theme paper when it is due, the one who will not remain after school for additional help when it is recommended.

If such conditions actually do exist, what is being done to prevent failure? Is the pupil changed to a class whose entire preparation of school work is done under supervision in school? Does the teacher go to the home of the pupil and talk the matter over with the child's father and mother? Is the manner of instruction changed in any way better to arouse the pupil's interest and better to stimulate his industry in study? Is the pupil invited to the instructor's home thereby to become better acquainted with the conditions surrounding the case? Is the seating arrangement in the classroom suitable for fostering the careful attention of the pupil concerned? Is the pupil quite well physically and mentally? Does he react normally to normal situations?

As a last resort special individual assignments have sometimes been given to pupils to secure definite reaction on a given topic of study. Why is not this method tried more often? Every teacher must realize that boys and girls who ultimately fail are a very serious indictment against the ability and training of the teacher himself. It is a recognized fact that if one-half of a class fails, the instructor undoubtedly is at fault. If ten per cent. of a class fails is it not also probable that the major responsibility in the case is the teacher's? We rate an instructor as very able if all of his pupils recommended for a certain examination, like that of the College Entrance Board, pass the examination.

A teacher may ask: "Is it preferable for pupils to sacrifice a knowledge of facts for an attainment in attitude? That is, if a pupil does not meet the average of the class achievement in a mastery of facts, should he be promoted to the next grade or the higher school so that he may acquire a favorable attitude toward society as represented by the school?" Attitudes cannot be separated from achievements, but in the case cited the achievement is the promotion as far as the pupil is concerned, at least, it is the major achievement.

Question—With what percentage of failures should a teacher be considered inefficient?

Answer—The answer to this question is sometimes given as five per cent., but this answer may be seriously questioned.

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Question—For how large a class should a teacher be held responsible in reference to failures?

Answer—For only such a number as adequately can be controlled and "followed up" personally. If a group of pupils is well graded, doubtless thirty-five to forty can be taught successfully.

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Question—Is there any infallible way for preventing failure of pupils in school?

Answer—Yes, by adapting the school absolutely to the child and not the child to the school. Even in a school for mentally deficient children a program of activities and learning processes can be arranged and supervised so that there will be no failures.

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Question—Is there any special method that the ordinary

(Continued on Page 326)

The News Digest
OF EDUCATION

Camps Provide Vacation Study For About 800,000

NEWTON, Mass. — Within one generation a new, vital educational force has come to the fore in the United States—the organized summer camp—according to Hayden S. Pearson, John W. Weeks Junior High School, Newton Centre.

"So far as records show," Mr. Pearson declares, "the first organized summer camp was established in New Hampshire in 1880. During the next two decades perhaps two score more camps were established in the northeastern section of the United States. The first camps were boys' camps.

"In the last thirty years the development of summer camping has been phenomenal. Today there are about 5,000 organized private camps in the United States and Canada, enrolling approximately 150,000 boys and girls annually. There are nearly 4,000 camps operated by such agencies as the Y. M. C. A., Y. W. C. A., Boy Scouts of America, Camp Fire Girls, Boys' Club Federation, and outstanding newspapers and magazines. A conservative estimate places the enrollment in these camps at 800,000."

Figures submitted by Mr. Pearson showing a comparison of the length of time a child passes in camp with that passed in schools indicate that a boy or girl who passes eight weeks in camp has more than eighty per cent. of the total of the regular school year's time concentrated in a two-month period. A four-week period has forty per cent. as much time available for education as a school year; a nine-weeks' camping period comes within eighty-seven hours of the time passed in school.

Mr. Pearson also notes that colleges, universities, teachers' colleges and normal schools are beginning to establish organized summer camps for the purpose of providing students with opportunities for practical experience as a part of the required work of certain curricula.

HIGH SCHOOLS BEGIN EXPERIMENT

Group to Test Newer Methods Under a Revised College Entrance Plan; 200 Colleges to Assist

NEW YORK.—Under the auspices of the Progressive Education Association's Commission on the Relation of School and College an arrangement has now been completed by which an experimental study involving a group of secondary schools and a large number of leading colleges and universities will be inaugurated next September. The plan is the product of more than two years' labor by the commission, of which Wilford M. Aikin is chairman, whose work was made possible by a liberal grant from the Carnegie Foundation for the Advancement of Teaching.

The plan provides, according to Mr. Aikin, that a small group of secondary schools will be set free by the colleges to engage in experimental study of the work of the secondary school, and the colleges agree to accept students from these schools for a period of five years, beginning in 1936, without regard to the course and unit requirements now generally in force for all students and without further examination.

"In practically all the plans," declares Mr. Aikin, "there will be increased correlation and interweaving of subjects; special encouragement of independent, self-directed study, enhanced opportunity for creative expression through writing, dramatics, the graphic and plastic arts, music and school and community affairs, and greatly augmented attention to individual educational guidance.

"Next September each school will inaugurate its new work, beginning with the class which enters college three years later in September, 1936. Each school will keep a full and complete record of each student's achievements and development, so that both school and college may act more intelligently when the change from school to college takes place."

Of the twenty-seven schools selected by the commission, three are in New England. Beaver Country Day School, Chestnut Hill, Mass.; Milton Academy, Milton, Mass., and Winsor School, Boston, Mass., represent New England.

"Through the changes they are now free to make," Mr. Aikin says, "these schools hope to become more effective in helping young people to develop the insight, the powers, and the self-direction necessary for resourceful and constructive living. They wish to work toward a type of secondary education which will be flexible, responsive to changing needs, and clearly based upon an understanding of young people as well as an understanding of the qualities needed in adult life."

Spanish Tongue Spoken All Over United States

WASHINGTON. — Abolition of New Mexico's twenty-year-old bilingual practice of printing its laws both in English and Spanish was discussed recently in the state as an economy measure, but it was decided to continue the double language standard because there are still thousands of citizens who read and speak only Spanish. The decision emphasizes the geographical extent and nature of the figurative "Spanish-language empire," says a bulletin from the Washington headquarters of the National Geographic Society.

"An important question put by United States census takers in 1930 was: 'Do you speak Spanish?' continues the bulletin.

"'Si, senor!' chorused voices all over the Union, faintest in New England, loudest in the Southwest. The answer echoed beyond our borders, south across the Rio Grande down to Patagonia, through Mexico, six states in Central America, nine in South America; east across the Caribbean, past Cuba, Puerto Rico, and the Dominican Republic, to Spain, the

mother country; westward to the Philippines.

"Today, nearly a hundred million persons in nineteen republics and in two island areas flying the stars and stripes speak the musical tongue of Cervantes.

"Millions of our American neighbors to the south and east speak Spanish. A third of our diplomatic posts, and a fourth each of our consular and department of commerce foreign posts are in Spanish-language countries. Our foreign trade with them and our investments there run to impressive money totals. Our interest in their history and culture, tastes and standards is keen. Knowledge of their language has become for many business men in the United States an every-day need since telephones and radios have linked all the countries of the Western hemisphere."

Traits Essential to Success Listed for Purdue Students

LAFAYETTE, Ind. — Honesty, judgment, initiative, industriousness, co-operativeness and appearance, in the order named, are the six qualities considered to weigh most in success, according to the new personality rating scale that has been developed by the personnel service at Purdue University. The new scale has just been put into use to enable Purdue students to "see themselves as others see them" as a means of personality improvement. In rating the six essential traits on the basis of 100 total, honesty is weighted with 21 points, and judgment 19, initiative and industriousness 17 points each, co-operativeness 15, and appearance 11 points. In preparing the scale, J. E. Walters, director of personnel, tabulated 406 lists of traits considered most essential by faculty members, alumni, students and employers.

Schoolmistress Had Class That "Knew" All the Answers

SOFIA.—An education officer, inspecting the first class of a school, was very much impressed by the alacrity with which all the children held up their hands when their schoolmistress asked them a question, and whenever she singled out a child to give the answer that child invariably knew it. He congratulated the schoolmistress upon the success of her teaching. Thereat she blushed and hesitatingly explained that she had taught all the children to hold up their right hands when they knew the answers to her questions, and their left hands when they did not. Of course she had only asked for answers from children who had held up their right hands as a sign that they knew.

CHINA IS WATCHING ITS ACTIVITY SCHOOL

TIENTSIN, China. — In Tientsin, which is under the shadow of a possible Japanese advance, the first effort is being made to introduce to China what America knows as "progressive" education. Nankai, one of the leading educational institutions of the country, is located there, an institution embracing all levels, from grade school to university. Progressive methods are being introduced in its primary grades, and are attracting great attention among Chinese educators, many of whom from all over the land flock to see the experiment. On some days there are as many as a hundred visitors. They greatly disrupt the work of the school, but they are spreading the idea far and wide.

The school has drawn heavily on American ideas. Its founder, Dr. Chang Po-ling, has visited the United States many times to observe American educational methods. Becoming distressed some years ago over the failure of Chinese education to prepare its youth for citizenship and life, he set out to make a re-organization. Four years ago he began a gradual change, introducing the activity plan of teaching into the primary grades with a view to working it slowly into the upper levels.

Australian Schools Bar Red Propaganda

SYDNEY. — Education Minister Drummond has barred communistic propaganda from Australian schools. "Educationalists may preach new social and political ideas to adults," says Drummond, "but they are not going to have our children as their clay. Adults can please themselves as to whom they listen to. School children have no option."

Says Journalists Born, Not Made

ATHENS, Ga. — Governor Talmadge gave this classic city a shock when he announced that he intended to recommend to the Board of Regents the abolition of the Henry W. Grady School of Journalism at the University of Georgia. The governor dogmatized: "Writers are born, not made. I have never seen any worth-while products of this school. As for myself, I can write anywhere, and even with telephone bells ringing." Outside of politics, Governor Talmadge is an editor.

FASCISM IN SCHOOLS

Adult Education Group Is Given Warning

AMHERST, Mass.—The American Association for Adult Education opened its eighth annual meeting here with speakers warning against the "introduction of Fascist principles into the American educational system," and characterizing the library as the foundation of any system of adult education.

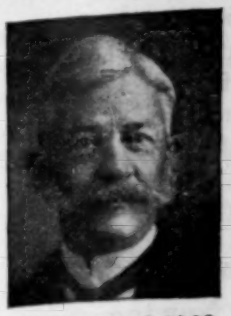
Morse A. Cartwright, in a report of the year's activities of the association, said: "The introduction into the educational structure of principles definitely Fascist in nature is already taking place.

"If we are to abandon our ideal of basic education for the whole American people, and unlimited educational opportunity above that minimum, then it becomes wholly reasonable to question the continuance of the entire American experiment of democratic government. If we are to deaden our consciences and forsake the educational principles of a century and a half, then our only salvation as a nation lies in a dictatorship most certainly backed by force of arms—call it Fascism, a monarchy, a Soviet, or what you will."

He applauded the spirit of the American people in accepting the "unparalleled transfer of democratic rights and privileges to the executive arm of the government as an emergency measure." Pointing out that "it is inevitable that changes in our political practices, even though temporary in nature, should have an immediate effect upon our educational procedures," Mr. Cartwright declared that "the introduction into the educational structure of principles definitely Fascist in nature is already taking place." He expressed regret that "we are already hearing the cry among supposedly enlightened people that 'too many are being educated,' and that 'our economic structure cannot stand the expense of free education for all.'"

No Contracts for Lorain, O., Teachers

LORAIN, O. — A decision to enter into no contracts with teachers for next school term was recently reached by the Lorain Board of Education. The board heretofore always has signed contracts with the teachers at specified salaries. This year, however, because of the uncertainty of tax collections and the bank situation, the board decided to eliminate contracts. Lorain teachers have received only two out of their last nine weeks' salaries.



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Education Council Widens Its Scope

WASHINGTON.—Elementary, secondary and high schools as well as institutions of higher learning, as hitherto, will hereafter be included within the range of interest and activity of the American Council on Education, under an amendment to its constitution adopted at its recent annual meeting here. Dean William F. Russell, of Teachers College, Columbia University, was elected as chairman of the council, representing the Institute of International Education. Dr. Fred J. Kelly, of the Federal Office of Education, was elected first vice-chairman, representing the North Central Association of Colleges and Universities, and the Right Rev. P. J. McCormick, second vice-chairman, representing the National Catholic Education Association. Dr. Doak S. Campbell, of George Peabody College for Teachers, was elected secretary, representing the American Association of Junior Colleges.

Religious Aide Quits Harvard

CAMBRIDGE, Mass. — The religious adviser of Harvard College had so little to do that the university decided to abolish the job and allow its students to struggle along as best they may without specially-arranged spiritual guidance. This was learned when it was disclosed that the resignation of the Rev. Thomas L. Harris, adviser in religion, had been accepted by the corporation. Mr. Harris went to Philadelphia to confer with leaders of a church which called him there. The three-year appointment on which he came to Harvard on an experimental contract expires in June.

Another Language Added To Translations of Bible

NEW YORK. — Mundang, a dialect used in Africa, is the 936th tongue in which the Bible or some part of it has been printed. The Gospel of St. Mark has been translated into it, and just published by the British and Foreign Society, the American Bible Society reports. With the publication of a New Testament in Sea Dyak, spoken by tribes in Borneo, complete New Testaments have appeared in 190 languages or dialects. The complete Bible has been published in 174, and portions and selections in 572.

Father, Son, Daughter To Get College Degrees

BOONE, N. C.—Commencement day at Appalachian State Teachers' College here will be a family affair for the Dotsons. Father Roy Dotson, forty-nine; his son, Hight Dotson, twenty, and his daughter, Mrs. Ola Dotson Furr, twenty-four, are to receive their bachelor of science degrees from the school of education at the same time. The elder Dotson two years ago received his high school diploma, although he had been teaching in public schools for thirty-three years. He will complete his college work this year. Hight Dotson majored in physical education and science. Mrs. Furr is the mother of a five-year-old son.

Government Aid To College Radio

WASHINGTON—Federal and State aid in financing college radio broadcasting is favored by land grant college administrators, according to a survey of radio in seventy-one of these institutions and separate state universities. Lack of funds prevents all but twenty-four institutions from operating stations of their own, although twenty-nine others make use of the facilities of commercial stations, according to the Federal Office of Education. From opinions of 270 educational administrators over ninety per cent. favored some sort of increase in facilities. Sixty per cent. of 361 others favored an attempt to establish radio stations in the colleges where they are lacking. Twenty-three of the twenty-four institutions owning radio broadcasting equipment reported $720,000 invested in the equipment, twenty reported maintenance cost of more than $25,000 for 1930-1931, while twenty-four reported operating expenses above $200,000 for the same period.

Rain Dampens School Protest

CAMBRIDGE, Mass. — A mass meeting, which 3,000 pupils of the Cambridge High and Latin School planned to stage recently, failed to materialize. The demonstration had been planned for 8.15 A. M., but at that time rain was falling fast, and there were no signs of any revolt, which had been planned to protest enforcement of an old rule forbidding pupils from leaving the school building at recess and purchasing food. Leslie L. Cleveland, headmaster, laughed at the idea of a demonstration, and said that nothing would make him change his mind in regard to enforcement of the rule. The pupils maintained that the school committee hoped to keep them inside the building in order to force them to buy food from the school lunch counter, where, they asserted, the food does not measure up to their standards.

Earthquake Razed Twenty-two Schools

LOS ANGELES. — Only twenty-two of the 364 schools in the Los Angeles city district suffered serious damage in the earthquake that shook that part of California on March 10, it has been ascertained. The remaining 342 schools, some of which showed slight damage, were to be ready for use after the week set aside for Easter vacation. The recess was advanced from April 10 to make it possible for structural engineers and contractors to carry forward investigation and repairs. Damage to the schools was estimated at about $1,000,000. Fortunately the quake occurred in the evening at a time the classrooms were empty. While the city of Los Angeles suffered only in a minor way, largely through such damage as shattered glass in display windows and cracked plaster, the school district, which extends over an area more than twice that of the city itself, experienced a heavier loss. In this, as in all other earthquake disturbances, some areas suffered more than others. It was in these sections that school buildings paid the heaviest toll. Freakish in character, as is usual in affected zones, it was some of the most recently built structures that showed the greatest damage.

School Pupil Late So Calls Police

OAK PARK, Ill. — When Police Sergeant Elmer Paulsen answered the telephone recently, a childish voice said: "Is this the police department?" "It is," said the sergeant. "Well," said the child, "this is Jimmy, and my mamma told me to call you. She said I have to report myself to you because I was late for school today, but honest, I didn't mean to do it. You won't arrest me, will you?" The sergeant tried to be very stern as he telephoned instructions that it must not happen again.

Educators Fight Bill On Seditious Teaching

CHICAGO.—President Robert M. Hutchins, of the University of Chicago, and the heads of other educational institutions in Illinois protested vigorously against a bill in the Illinois legislature, the intent of which is to cut off from state appropriations and the right of tax exemption any school, college or university permitting the teaching of seditious matter. Among others who appeared before a house committee with President Hutchins, were Father J. W. Maguire, of St. Viator's College, and President Scott, of Northwestern University.

1,253 SCHOOLS CLOSED FOR 290,000 CHILDREN

WASHINGTON.—A survey conducted by the National Education Association shows that up to April 1 economy has forced the closing of schools against 290,000 children throughout the nation.

Preliminary reports from thirty-seven states disclosed that 1,253 schools were closed in nine states, involving forty-three political sub-divisions, and completely denying educational facilities to 119,969 children.

In nearly all communities, the study indicated, teachers' salaries have been cut from ten to forty per cent. Many thousands were found to be paid these reduced salaries by warrants which could be "cashed at local financial institutions only at discount." In a few cases local banks would not cash the warrants at all.

Alabama, Georgia, Arkansas, Louisiana and New Mexico are listed by the association as among the states in which schools have received the worst blows from the depression.

Women Bosses Painful To British Schoolmasters

LONDON.—Male teachers in England object—very strenuously—to having women teachers over their heads. The National Association of Schoolmasters has passed a resolution strongly protesting the calling of men to serve under headmistresses, and insisting that all mixed schools should be under a headmaster. "A married man," complained J. W. A. Taylor, of Liverpool, "cannot serve under a woman if he has a wife worth much. If his wife knows he is taking orders from another woman he is not likely to be very happy in his home." G. Carruthers, also of Liverpool, told a pathetic story of a schoolmaster who went home one day, sick and miserable. "What is the matter?" asked his wife. "Miss Jones has been cross with me," he replied. The unfeeling conference laughed.

Education Survey Shows Trend to Social Subjects

WASHINGTON. — Mathematics and foreign languages are rapidly losing popularity in secondary education in favor of social subjects and physical education. This was reported in a national survey of 22,000 high schools by the Federal Office of Education. Retrenchment in public-school expenditures through changes in study courses to meet the present economic emergency is to be based on results of the survey, which was provided for by Congress with an appropriation of $225,000. The report stated that there had been a distinct movement toward what is called "democracy in education," and that with this there had resulted a larger proportion of enrollments in vocational education, which has brought into the high schools young people from social and economic levels which did not contribute greatly to high school registration forty years ago.

Corporal Punishment Abolished in Newton

NEWTON, Mass. — The fact that corporal punishment has been practically abolished in the Newton public schools was revealed when Superintendent John Lund announced that there had been no occasion for corporal punishment in the schools this year. The annual report of the school department, issued recently, showed that there were forty-two cases for the year 1931-1932. This compares with the number of cases ten years ago, during the school year 1921-1922, when there were 118 cases. The total enrollment last year was 12,221, while ten years ago it was 9,527. Of the forty-two cases reported last year, twenty were at the Emerson School, Newton Upper Falls. Superintendent Lund ascribed the lack of necessity for punishment of this kind this year to the fact that school authorities have been seeking out the cause of the delinquencies in order to eliminate them. The school department is about to establish a division of guidance and research to aid pupils in solving their personal problems.

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School Forum

(Continued from Page 322)

teacher may use in the ordinary class that might be successful in reducing failure?

Answer—Yes, carefully supervised study is the most efficient method and, in very difficult cases, special assignments can be given to pupils, assignments suitable to the pupils' natural capacity, probable progress, and present state of mind. No method will take the place of the teacher's personal interest, sympathetic understanding, and actual personal planning and personal activity.

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Grins Between Grinds

And Button

A patient teacher was trying to show the small boy how to read with expression.

"Where-are-you-going?" read Johnny, in a laborious monotone, with no expression or accent whatever.

"Try that again," said the teacher. "Read as if you were talking. Don't you see that mark at the end?"

Johnny studied the interrogation point long and earnestly, when suddenly an idea seemed to dawn upon him. Then he read triumphantly: "Where-are-you-going-little-button-hook?"

• •

Big Improvement

A Scotchman migrated from his native place, and went to Yorkshire.

At first the dialect puzzled him, but in time he grew used to it. When he had settled down in his job he sent for his wife to join him.

Her first comment was: "How queer the folks talk here!" To which he replied:—

"They talk a'richt now. Ye should ha' heard them four months ago when I first came here."

• •

Rubbed In

Hugh Potter, noting the uncanny persuasion of an old darky preacher with his numerous flock, undertook to discover the secret. He asked the parson how he managed to wield such a powerful influence.

"Well, suh," said the dusky divine, "Ah tells 'em what Ah's goin' to tell 'em, an' then Ah tells 'em, an' then Ah tells 'em what Ah has tole 'em."

• •

Rather Be Excused

The "cullud" lady gave her name, her address, and her age; and then the clerk of registration asked this question:—

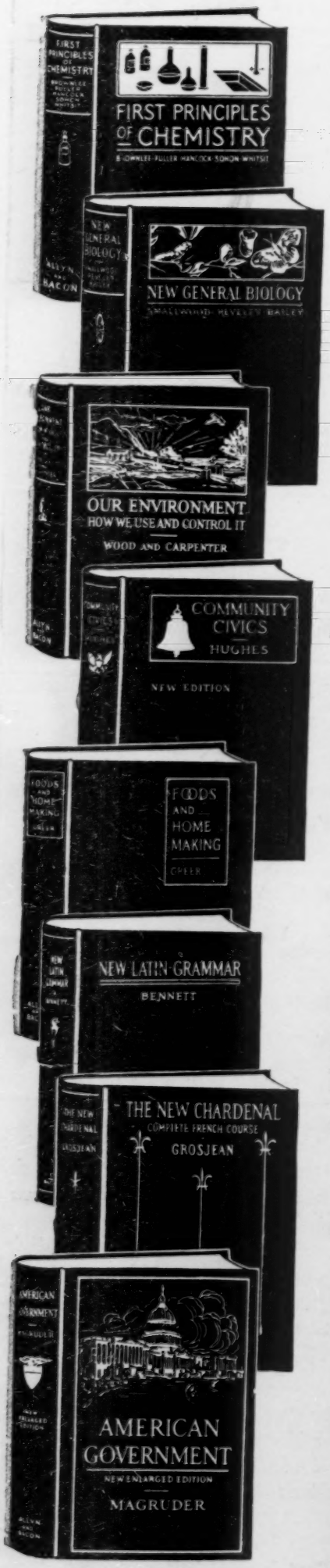
"What party are you affiliated with?"

"Does I have to answer dat?"

"That is the law."

"Den you just scratch my name offen de books. Ef I got to tell dat party's name, ah don' vote das all. Why, he ain't got his divorce yit."

Good Schoolbooks First!



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Nothing represents progressive practice in education more than up-to-date books. They appeal to the taxpayer for the same reason that bright, clean tools appeal to the artisan. They are the best home advertisement of good workmanship in the school. And they are the cheapest.

Textbooks cost less than 2% of the general expense of education. Any curtailment in their purchase does not appreciably affect the budget, but it is sure to hang the badge of shabbiness on a school's accomplishments as well as on its appearance.

Books should be bought before economies are practiced. Economies can be brought about more effectively in the 98% of other costs of education than in the small 2% that goes to provide textbooks.

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